Assessment Overview

Discipline/Program Name: Sociology      Assessment Year: 2008 - 2009

Program / Discipline Assessment Report

Program/Discipline: Sociology
Responsibility: John Ratliff, Ph.D.

Sociology Department Mission Statement
In a continuously assessed learning-centered environment, it is our Department's mission is to offer transfer level courses, including professional preparation course work that enable students to achieve their academic and personal goals.

Program/Discipline's Assessment History:
By using the assessment process as an evaluative technique, how has it previously affected your program's curricula and/or teaching strategies?

There has only been a full time sociology instructor since the 2006-2007 academic year. It took a couple of years to regularize the assessment process in such a way as to allow reasonably comprehensive evaluation of the program. Beginning in academic year 2002-2003, the Sociology Program has been evaluated in a variety of ways that make strict comparison difficult. Only the last three years were administered by full time faculty in Sociology.

By using the assessment process as an evaluative technique, what changes to student learning have been noted?

Historical Context.
Objective Assessments of Intended Learning Outcomes
Table 1 presents the pre- and posttest means from the objective assessments conducted by the Sociology Department over the last two years. Note: total questions for each outcome in 07-08 was seven; in 08-09 was five.

<table>
<thead>
<tr>
<th>Year</th>
<th>Outcome 1: Social Processes</th>
<th>Outcome 2: Understanding Society</th>
<th>Outcome 3: Respect for Diversity</th>
<th>Outcome 4: Critical Thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td>07-'08 Pre-Test</td>
<td>4.87 69.5%</td>
<td>3.67 52.4%</td>
<td>3.90 55.7%</td>
<td></td>
</tr>
<tr>
<td>Post-Test</td>
<td>5.82 83.1%</td>
<td>4.49 64.1%</td>
<td>5.08 72.6%</td>
<td></td>
</tr>
<tr>
<td>08-'09 Pre-Test</td>
<td>3.17 63.4%</td>
<td>2.87 57.4%</td>
<td>2.57 51.4%</td>
<td>2.58 51.6%</td>
</tr>
<tr>
<td>Post-Test</td>
<td>3.68 73.6%</td>
<td>3.36 67.2%</td>
<td>3.26 65.2%</td>
<td>3.13 62.6%</td>
</tr>
</tbody>
</table>

Table 1: Historical Comparison of the Mean Performance (Pretest and Posttest) for Each
Intended Learning Outcome

Student learning has been assessed in a similar way for two years in the sociology discipline. While the first three outcomes tested were identical for the last two years, each outcome had seven total questions in 2007-2008, but only five in 2008-2009. What is consistent are statistically significant improvements in each category for both years. The fourth outcome, critical thinking, was measured for the first time this year.

What unintended consequences, if any, have occurred because of the assessment process? Not applicable.

Below is a summary for the three most recent academic years:

1) Academic Year 2005-2006

**Pre-test/Post-test:** Each student completed a pretest (n=54) and a posttest (n=54) that measured academic performance in the classroom. SPSS for Windows was used to compare pre- and post test means. This test was meant to test Learning Outcomes A, B, and C.

Pre-test – a pre-test was administered early in the Spring of ’06, prior to course coverage of concepts.

Post-test – The post-test was administered at the end of the same semester.

A “t” test was run as a Between Subject Analysis as most students did not identify themselves on the post test. This may have been an over cite of the evaluator in some sections.

Results for this statistical test showed a “not significant” improvement between the pre and post-test (M = -1.54, df = 53, t = -2.192)

These results do not support the hypothesis that students’ who have nearly completed a sociology course demonstrate an understanding of sociological concepts.
Survey: Each student completed a survey (n=46) that measured subjective experience in the classroom. This Survey meant to test Learning Outcomes A, B, and C. This questionnaire was completed near the end of the semester. Students were asked to evaluate their perceived level of learning, their satisfaction, their perceived ability to apply concepts, and their general level of interest in those concepts.

75% of students are expected to score “Agreed” or “Strongly Agreed” on all subjective evaluations of intended outcomes measured by the questionnaire.

Overall: On 2 of the 3 question at least 91% of the students marked Agreed or Strongly Agreed. On the question regarding Scientific Method only 76% of the students marked Agreed or Strongly Agreed. This may be due to lack of clarification on what the scientific method involves, and how it applies to Sociology, however this score is still within the expected outcome.
**Essay:** The short essay was eliminated as an assessment tool. It was very time consuming and did not appear to correctly assess the students’ knowledge.

The pre/post test and survey questions were changed to assess all three Intended Outcomes.

**ANALYSIS**

These results do not support the hypothesis that students’ who have nearly completed a sociology course demonstrate an understanding of sociological concepts.

The Survey, however indicates that a high majority of students were satisfied with their level of learning in Sociology.

**2) Academic year 2006-2007**

**Pre-test/Post-test:** Each student completed at pretest (n=68) and a posttest (n=53) that measured academic performance in the classroom. SPSS for Windows was used to compare pre-and post test means. This test was meant to test Learning Outcomes A, B, and C.

Pre-test – a pre-test was administered early in the Spring of ’07, prior to course coverage of concepts.

Post-test – The post-test was administered at the end of the same semester.

The mean score of the post-test ($M = 14.00$) was significantly greater than the mean score of the pre-test ($M = 9.90$), $F(1,119) = 92.90$, $p < .01$. The mean score on the post-test that followed course instruction was greater than the mean score on the pre-test that preceded course instruction, a statistically significant improvement. This result confirms that the students’ comprehension of sociology concepts improved after receiving instruction in those concepts.
**Survey:** Each student completed a survey (n=53) that measured subjective experience in the classroom. This Survey meant to test Learning Outcomes A, B, and C. This questionnaire was completed near the end of the semester. Students were asked to evaluate their perceived level of learning, their satisfaction, their perceived ability to apply concepts, and their general level of interest in those concepts.

75% of students are expected to score “Agreed” or “Strongly Agreed” on all subjective evaluations of intended outcomes measured by the questionnaire.

**Overall:** On each of the 3 question at least 96% of the students marked Agreed or Strongly Agreed. All scores were well above minimum expected outcomes.
**ANALYSIS**

These results support the hypothesis that students’ who have nearly completed a sociology course demonstrate an understanding of sociological concepts. This represents a marked improvement over previous results.

The Survey also indicates that an extremely high majority of students were satisfied with their level of learning in Sociology. This also represents a marked improvement over historical results.

3) **Academic year 2007-2008**
<table>
<thead>
<tr>
<th>Outcome #: 1</th>
<th><strong>Outcome Title:</strong> “Demonstrate the ability to more clearly see social and cultural processes in the world and in the student’s own life.”</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome Type</strong> (choose by bolding): Program</td>
<td><strong>Outcome Description:</strong> In terms of the basic goals of Sociology, this outcome is, by definition, at the heart of what is called the “Sociological Imagination,” i.e., being able to perceive the social component of human behavior.</td>
</tr>
<tr>
<td>Benchmark for success</td>
<td>For the objective tests of student performance, SPSS for Windows was used to compare pre- and post-test means for each intended learning outcome. The present study employed a repeated-measures design, and a statistically significant improvement ($p &lt; .05$) in student performance across the pre and post-tests for each learning outcome was predicted. This result would confirm that the students’ comprehension of Sociology concepts improved after receiving instruction in those concepts. For the subjective assessments of perceived learning, the Student Questionnaire data was analyzed, and positive self-evaluations were expected. It was predicted that students would positively evaluate their overall academic experience in the concepts of scientific methodology, which would indicate a positive evaluation of perceived learning. It was expected that at least 80% of the students would either &quot;Agree&quot; or &quot;Strongly Agree&quot; that their Sociology class has facilitated their ability to more clearly see social and cultural processes in the world and in the student’s own life.</td>
</tr>
<tr>
<td><strong>Description of assessment process:</strong></td>
<td>1. The '07-'08 Assessment Plan called for the analysis of this learning outcome with two distinct methods. One method of assessment for this intended learning outcome was the objective measurement of student performance based on a pre and post test of student learning. The other method of assessment for the scientific method learning outcome was a Student Questionnaire that produced an evaluation of subjective student learning. This year assessment data was collected from students in SOC 101 (General Sociology). 2. A significant improvement in student performance across the pre and post-test would confirm that the students’ comprehension of concepts related to the scientific method improved after receiving instruction in those concepts. The Student Questionnaire was designed to assess whether students perceived their sociology classes as providing them with opportunities to develop the ability to more clearly see social and cultural processes in the world and in the student’s own life, the intended learning outcome. 3. For the last two years, this learning outcome has been measured yearly. However, last year the three outcomes were not divided out from each other. Thus, this is the first year that this outcome has been explicitly measured. For the foreseeable future, this outcome will be measured in what amounts to an efficient research cycle, with data collected in the spring and analyzed in the fall. 4. 39 students from SOC 101 completed both the pre- and post-test, while 45 students completed the Student Questionnaire.</td>
</tr>
<tr>
<td>Results</td>
<td>SPSS for Windows was used to compare Learning Objective 1 pre- and posttest means of student performance in a repeated-measures design. Data from both the pre-test and post-test were</td>
</tr>
<tr>
<td>What were the results of the assessment process? (List)</td>
<td></td>
</tr>
</tbody>
</table>
collected and entered into SPSS, with scores included for analysis only if scores for both tests were available. Students with missing data were disregarded for analysis. Scores for both the pre-test and the post-test were collected for 39 students. For the Learning Objective 1 data, the mean score of the post-test ($M = 5.82$) was significantly greater than the mean score of the pre-test ($M = 4.77$), $F(1,38) = 20.5$, $p < .01$.

![Learning Outcome 1 Pre/Post Test](image)

**Subjective Assessment of the Scientific Methodology Learning Outcome**
98% of the students agreed or strongly agreed that their sociology class had facilitated their knowledge of the Outcome One (see the “’07 – ’08 Subjective Assessments” graph below). The 80% benchmark was surpassed for this intended learning outcome.

**SUBJECTIVE OUTCOMES TABLE HERE**

<table>
<thead>
<tr>
<th>What did the department learn?</th>
<th>Student performance summary</th>
</tr>
</thead>
</table>
| 1) How did group performance compare to the benchmark?  
2) How does the data compare to the previous year, if applicable?  
3) If multiple measures were used, how do they compare to each other? | 1) A statistically significant improvement in the mastery of methodology concepts was observed this year on the objective assessment, with significant improvement in demonstrated ability in this area across the semester. The results of the ’07 – ’08 subjective assessment of this outcome support the hypothesis that students would positively evaluate their overall academic experience in this outcome.  
2) A strict comparison with previous years is really not possible, in that in last year’s assessment, the three outcomes were not separated out.  
3) The objective and subjective measures both supported the conclusion that there was significant improvement |
<p>| 1) Based on the findings, how does the department rate student performance in regards to this outcome (strong, strong/medium, medium, medium/weak, weak)? | 1) Both objective and subjective measurements indicated strong student performance in demonstrating the ability to more clearly see social and cultural processes in the world and in the student’s own life. |</p>
<table>
<thead>
<tr>
<th>Weak, or neutral)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2) How does this assessment affect plans for this coming year in terms of curricula, teaching strategies, and assessment methods?</td>
</tr>
</tbody>
</table>

<p>| 2) While these results are heartening, it’s important to make sure adjuncts that were not part of this survey are acquainted with the results and encouraged to address this outcome as a priority in their teaching of SOC 101. Also, by continuing and expanding this approach over several years, more meaningful longitudinal data will be generated. |</p>
<table>
<thead>
<tr>
<th>Outcome #</th>
<th>Outcome Title: Demonstrate the ability to understand the nature of modern American society and culture, as well as diverse societies and cultures.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome Type: Program</strong></td>
<td><strong>Outcome Description:</strong> Again, demonstration of this ability was chosen as central to the basic goal of cultivating the sociological perspective. This outcome includes examining the student’s understanding of the difference between society and culture, the particular characteristics of contemporary American society and culture, and the general issue of cultural diversity.</td>
</tr>
<tr>
<td><strong>Benchmark for success</strong></td>
<td>1) Please specify what percentage of the sample size is expected to meet or exceed your benchmark. 2) What is the rationale for choosing this measure?</td>
</tr>
<tr>
<td><strong>Description of assessment process:</strong></td>
<td>1) What assessment methods were used to measure this outcome (i.e. pre/post test, portfolio review, etc.)? 2) How do these methods show students are learning? 3) What frequency is this outcome being measured (i.e.: each semester, yearly, every other year, etc.) and why? 4) How many students made up the sample size?</td>
</tr>
<tr>
<td><strong>Results</strong></td>
<td>What were the results of the assessment process? (List results for each method, if more than one were used.)</td>
</tr>
</tbody>
</table>
Students with missing data were disregarded for analysis. Scores for both the pre-test and the post-test were collected for 39 students. For the Learning Objective 2 data, the mean score of the post-test ($M = 4.49$) was significantly greater than the mean score of the pre-test ($M = 3.67$), $F(1,38) = 7.04$, $p < .05$.

### Subjective Assessment of the Scientific Methodology Learning Outcome

98% of the students agreed or strongly agreed that their sociology class had facilitated their knowledge of the Outcome Two (see the “’07 – ’08 Subjective Assessments” graph below). The 80% benchmark was surpassed for this intended learning outcome.

### Subjective Outcomes Table

What did the department learn?
1) How did group performance compare to the benchmark?
2) How does the data compare to the previous year, if applicable?
3) If multiple measures were used, how do they compare to each other?

Subjective outcomes table here

Student performance summary
1) Based on the findings, how does the department rate student performance in regards to this outcome (strong, weak, or neutral)?
2) While these results are heartening, it’s important to make sure adjuncts that were not part of
<p>| 2) How does this assessment affect plans for this coming year in terms of curricula, teaching strategies, and assessment methods? | this survey are acquainted with the results and encouraged to address this outcome as a priority in their teaching of SOC 101. Also, by continuing and expanding this approach over several years, more meaningful longitudinal data will be generated. |</p>
<table>
<thead>
<tr>
<th>Outcome #: 3</th>
<th>Outcome Title: Increase respect for diversity and global awareness.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome Type: General Ed</strong></td>
<td><strong>Outcome Description:</strong> This General Education outcome is a perfect fit for one of the basic goals of Introductory Sociology, which is to move students from an ethnocentric orientation to one of greater cultural relativism and respect and understanding for cultures, races and ethnicities different from their own.</td>
</tr>
</tbody>
</table>

| Benchmark for success | For the objective tests of student performance, SPSS for Windows was used to compare pre- and post-test means for each intended learning outcome. The present study employed a repeated-measures design, and a statistically significant improvement ($p < .05$) in student performance across the pre and post-tests for each learning outcome was predicted. This result would confirm that the students’ comprehension of Sociology concepts improved after receiving instruction in those concepts. For the subjective assessments of perceived learning, the Student Questionnaire data was analyzed, and positive self-evaluations were expected. It was predicted that students would positively evaluate their overall academic experience in the concepts of scientific methodology, which would indicate a positive evaluation of perceived learning. It was expected that at least 80% of the students would either "Agree" or "Strongly Agree" that their Sociology class has increased their respect for diversity as well as their global awareness. |

| Description of assessment process: | 1. The '07-'08 Assessment Plan called for the analysis of this learning outcome with two distinct methods. One method of assessment for this intended learning outcome was the objective measurement of student performance based on a pre and post test of student learning. The other method of assessment for this learning outcome was a Student Questionnaire that produced an evaluation of subjective student learning. This year assessment data was collected from students in SOC 101 (General Sociology). 2. A significant improvement in student performance across the pre and post-test would confirm that the students’ comprehension of concepts related to this learning outcome improved after receiving instruction in those concepts. The Student Questionnaire was designed to assess whether students perceived their sociology classes as providing them with increased respect for diversity and global awareness, the intended learning outcome. 3. For the last two years, this learning outcome has been measured yearly. However, last year the three outcomes were not divided out from each other. Thus, this is the first year that this outcome has been explicitly measured. For the foreseeable future, this outcome will be measured in what amounts to an efficient research cycle, with data collected in the spring and analyzed in the fall. 4. 39 students from SOC 101 completed both the pre- and post-test, while 45 students completed the Student Questionnaire. |

| Results | SPSS for Windows was used to compare Learning Objective 3 pre- and posttest means of student performance in a repeated-measures design. Data from both the pre-test and post-test were collected and entered into SPSS, with scores included for analysis only if scores for both tests were available. Students with missing data were disregarded for analysis. Scores for both the pre-test and the post-test were collected for 39 students. For the Learning Objective 3 data, the mean score of the post-test ($M$) |
Learning Outcome 3 Pre/Post Test

Subjective Assessment of the Scientific Methodology Learning Outcome

98% of the students agreed or strongly agreed that their sociology class had facilitated their knowledge of the Outcome Three (see the “’07 – ’08 Subjective Assessments” graph below). The 80% benchmark was surpassed for this intended learning outcome.

**SUBJECTIVE OUTCOMES TABLE HERE**

**What did the department learn?**

1) How did group performance compare to the benchmark?
2) How does the data compare to the previous year, if applicable?
3) If multiple measures were used, how do they compare to each other?

1) A statistically significant improvement in the mastery of methodology concepts was observed this year on the objective assessment, with significant improvement in demonstrated ability in this area across the semester. The results of the ’07 – ’08 subjective assessment of this outcome support the hypothesis that students would positively evaluate their overall academic experience in this outcome.

2) A strict comparison with previous years is really not possible, in that in last year’s assessment, the three outcomes were not separated out.

3) The objective and subjective measures both supported the conclusion that there was significant improvement.

**Student performance summary**

1) Based on the findings, how does the department rate student performance in regards to this outcome (strong, weak, or neutral)?
2) How does this assessment affect plans for this

1) Both objective and subjective measurements indicated strong student performance in demonstrating the ability to more clearly see social and cultural processes in the world and in the student’s own life.

2) While these results are heartening, it’s important to make sure adjuncts that were not part of this survey are acquainted with the results and encouraged to address this outcome as a priority.
Program / Discipline Assessment History Questions:

By using the assessment process as an evaluative technique, how has it previously affected your program's curricula and/or teaching strategies?

There has only been a full time instructor of sociology for three years. Since taking over assessment responsibilities, I have utilized data to clarify teaching strategies, find more effective ways to impart cognitive skills, and reevaluated assessment tools, sharing these results with adjuncts in sociology.

By using the assessment process as an evaluative technique, what changes to student learning have been noted?

Comparing results from the 2006-2007 and 2007-2008 academic years, while data is not totally comparable, in that outcomes were somewhat adjusted, there has been a marked improvement in outcomes, with pre-post test results going from being statistically insignificant to being statistically significant.

What unintended consequences, if any, have occurred because of the assessment process?

Consistent assessment approaches have not been in place long enough to note meaningful unintended consequences.

Who receives information about your department's assessment and why? (Please note if you plan on altering either of these items for the coming year.)

Assessment results have only been shared with Lori Tigner, the other full time instructor active in teaching sociology, and Preston Driggers, the adjunct assisting in evaluation, as well as Cheyne Bamford, the Assessment Committee member in charge of evaluating the program assessment. A copy of this report will be forwarded to all sociology adjuncts.

Part 1: Previous Academic Year Assessment Summary

Previous Academic Year: 2008-2000

Please duplicate or remove the tables on the following pages for each outcome you have assessed. If there are five outcomes in the last year, use/create five tables. (For your convenience, four tables have been generated, three Discipline/Program related and one General Education related.)

(To select an entire table, hover over part of the table; an icon should appear with four arrows in the table's upper-left corner ... click on it. You can also drag over all the cells of the table to select it.) Once selected, choose Edit>Copy, click in the space immediately following the table, and choose Edit>Paste.
<table>
<thead>
<tr>
<th>Outcome #: 1</th>
<th>Outcome Title: “Demonstrate the ability to more clearly see social and cultural processes in the world and in the student’s own life.”</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome Type</strong> (choose by bolding): Program</td>
<td><strong>Outcome Description</strong>: In terms of the basic goals of Sociology, this outcome is, by definition, at the heart of what is called the “Sociological Imagination,” i.e., being able to perceive the social component of human behavior.</td>
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<tr>
<td><strong>Benchmark for success</strong></td>
<td>For the objective tests of student performance, SPSS for Windows was used to compare pre- and post-test means for each intended learning outcome. The present study employed a repeated-measures design, and a statistically significant improvement ($p &lt; .05$) in student performance across the pre and post-tests for each learning outcome was predicted. This result would confirm that the students’ comprehension of Sociology concepts improved after receiving instruction in those concepts.</td>
</tr>
<tr>
<td><strong>Description of assessment process:</strong></td>
<td>1. The '08-'09 Assessment Plan called for the analysis of this learning outcome with only one distinct method, the objective measurement of student performance based on a pre and post test of student learning. This year assessment data was collected from students in SOC 101 (General Sociology). 2. A significant improvement in student performance across the pre and post-test would confirm that the students’ comprehension of concepts related to the scientific method improved after receiving instruction in those concepts. 3. For the last three years, this learning outcome has been measured yearly. However, two years the three outcomes were not divided out from each other. Last year was the first year that this outcome has been explicitly measured. However, individual outcomes were not measured longitudinally until this year. For the foreseeable future, this outcome will be measured in what amounts to an efficient research cycle, with data collected in the spring and analyzed in the fall. 4. 53 students from SOC 101 completed both the pre- and post-test.</td>
</tr>
<tr>
<td><strong>Results</strong></td>
<td>SPSS for Windows was used to compare Learning Objective 1 pre- and posttest means of student performance in a repeated-measures design. Scores were included for analysis only if student scores for both tests were available. Scores for both the pre-test and the post-test were collected for 53 students. For Outcome 1, the mean score of the post-test ($M = 3.68$) was significantly greater than the mean score of the pre-test ($M = 3.17$), $F(1,52) = 10.64, p &lt; .01$.</td>
</tr>
</tbody>
</table>
### What did the department learn?
1) How did group performance compare to the benchmark?
2) How does the data compare to the previous year, if applicable?
3) If multiple measures were used, how do they compare to each other?
4) A statistically significant improvement in demonstrating the ability to more clearly see social and cultural processes in the world and in the student’s own life was observed this year on the objective assessment, with significant improvement in demonstrated ability in this area across the semester.
5) While results were not quite as impressive as last year, results were in the same general vicinity on a percentage basis.
6) The objective measures both supported the conclusion that there was significant improvement.

### Student performance summary
1) Based on the findings, how does the department rate student performance in regards to this outcome (strong, weak, or neutral)?
2) How does this assessment affect plans for this coming year in terms of curricula, teaching strategies, and assessment methods?
3) Objective measurements indicated strong student performance in demonstrating the ability to more clearly see social and cultural processes in the world and in the student’s own life.
4) While these results are heartening, it’s important to make sure adjuncts that were not part of this survey are acquainted with the results and encouraged to address this outcome as a priority in their teaching of SOC 101. Also, by continuing and expanding this approach over several years, more meaningful longitudinal data will be generated.
<table>
<thead>
<tr>
<th><strong>Outcome #:</strong> 2</th>
<th><strong>Outcome Title:</strong> Demonstrate the ability to understand the nature of modern American society and culture, as well as diverse societies and cultures.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome Type:</strong> Program</td>
<td><strong>Outcome Description:</strong> Again, demonstration of this ability was chosen as central to the basic goal of cultivating the sociological perspective. This outcome includes examining the student’s understanding of the difference between society and culture, the particular characteristics of contemporary American society and culture, and the general issue of cultural diversity.</td>
</tr>
</tbody>
</table>
| **Benchmark for success** | 1) Please specify what percentage of the sample size is expected to meet or exceed your benchmark.  
2) What is the rationale for choosing this measure?  
**For the objective tests of student performance, SPSS for Windows was used to compare pre- and post-test means for each intended learning outcome. The present study employed a repeated-measures design, and a statistically significant improvement (p < .05) in student performance across the pre and post-tests for each learning outcome was predicted. This result would confirm that the students’ comprehension of Sociology concepts improved after receiving instruction in those concepts.** |
| **Description of assessment process:** | 1) What assessment methods were used to measure this outcome (i.e. pre/post test, portfolio review, etc.)?  
2) How do these methods show students are learning?  
3) What frequency is this outcome being measured (i.e.: each semester, yearly, every other year, etc.) and why?  
4) How many students made up the sample size?  
1. The ’08-'09 Assessment Plan called for the analysis of this learning outcome with only one distinct method, the objective measurement of student performance based on a pre and post test of student learning. This year assessment data was collected from students in SOC 101 (General Sociology).  
2. A significant improvement in student performance across the pre and post-test would confirm that the students’ comprehension of concepts related to the scientific method improved after receiving instruction in those concepts.  
3. For the last three years, this learning outcome has been measured yearly. However, two years the three outcomes were not divided out from each other. Last year was the first year that this outcome has been explicitly measured. However, individual outcomes were not measured longitudinally until this year. For the foreseeable future, this outcome will be measured in what amounts to an efficient research cycle, with data collected in the spring and analyzed in the fall.  
4. 53 students from SOC 101 completed both the pre- and post-test. |
| **Results** | **SPSS for Windows was used to compare pre- and posttest means of student performance in a repeated-measures design. Scores were included for analysis only if student scores for both tests were available. Scores for both the pre-test and the post-test were collected for 53 students. For Outcome 2, the mean score of the post-test (M = 3.36) was significantly greater than the mean score of the pre-test (M = 2.87), F(1,52) = 6.55, p < .05.** |
What did the department learn?
1) How did group performance compare to the benchmark?
2) How does the data compare to the previous year, if applicable?
3) If multiple measures were used, how do they compare to each other?

4) A statistically significant improvement in the ability to understand the nature of modern American society and culture, as well as diverse societies and cultures was observed this year on the objective assessment, with significant improvement in demonstrated ability in this area across the semester.

5) While results were not quite as impressive as last year, results were in the same general vicinity on a percentage basis.

6) The objective measures supported the conclusion that there was significant improvement.

Student performance summary
1) Based on the findings, how does the department rate student performance in regards to this outcome (strong, weak, or neutral)?
2) How does this assessment affect plans for this coming year in terms of curricula, teaching strategies, and assessment methods?

3) Measurements indicated strong student performance in demonstrating the ability to understand the nature of modern American society and culture, as well as diverse societies and cultures.

4) While these results are heartening, it’s important to make sure adjuncts that were not part of this survey are acquainted with the results and encouraged to address this outcome as a priority in their teaching of SOC 101. Also, by continuing and expanding this approach over several years, more meaningful longitudinal data will be generated.
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<th>Outcome #: 3</th>
<th><strong>Outcome Title:</strong> Increase respect for diversity and global awareness.</th>
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<td><strong>Outcome Type:</strong> General Ed</td>
<td><strong>Outcome Description:</strong> This General Education outcome is a perfect fit for one of the basic goals of Introductory Sociology, which is to move students from an ethnocentric orientation to one of greater cultural relativism and respect and understanding for cultures, races and ethnicities different from their own.</td>
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| **Benchmark for success** | For the objective tests of student performance, SPSS for Windows was used to compare pre- and post-test means for each intended learning outcome. The present study employed a repeated-measures design, and a statistically significant improvement ($p < .05$) in student performance across the pre and post-tests for each learning outcome was predicted. This result would confirm that the students’ comprehension of Sociology concepts improved after receiving instruction in those concepts. |

**Description of assessment process:**
1. The '08-'09 Assessment Plan called for the analysis of this learning outcome with only one distinct method, the objective measurement of student performance based on a pre and post test of student learning. This year assessment data was collected from students in SOC 101 (General Sociology).
2. A significant improvement in student performance across the pre and post-test would confirm that the students’ comprehension of concepts related to the scientific method improved after receiving instruction in those concepts.
3. For the last three years, this learning outcome has been measured yearly. However, two years the three outcomes were not divided out from each other. Last year was the first year that this outcome has been explicitly measured. However, individual outcomes were not measured longitudinally until this year. For the foreseeable future, this outcome will be measured in what amounts to an efficient research cycle, with data collected in the spring and analyzed in the fall.
4. 53 students from SOC 101 completed both the pre- and post-test.

| **Results** | SPSS for Windows was used to compare pre- and posttest means of student performance in a repeated-measures design. Scores were included for analysis only if student scores for both tests were available. Scores for both the pre-test and the post-test were collected for 53 students. For Outcome 3, the mean score of the post-test ($M = 3.26$) was significantly greater than the mean score of the pre-test ($M = 2.57$), $F(1,52) = 29.74$, $p < .01$. |

**Description of assessment process:**
1. What assessment methods were used to measure this outcome (i.e. pre/post test, portfolio review, etc.)?
2. How do these methods show students are learning?
3. What frequency is this outcome being measured (i.e.: each semester, yearly, every other year, etc.) and why?
4. How many students made up the sample size?
What did the department learn?
1) How did group performance compare to the benchmark?
2) How does the data compare to the previous year, if applicable?
3) If multiple measures were used, how do they compare to each other?
6) A statistically significant improvement in respect for diversity and global awareness was observed this year on the objective assessment, with significant improvement in demonstrated ability in this area across the semester.
7) While results were not quite as impressive as last year, results were in the same general vicinity on a percentage basis.
7) The objective measures supported the conclusion that there was significant improvement.

Student performance summary
1) Based on the findings, how does the department rate student performance in regards to this outcome (strong, weak, or neutral)?
2) How does this assessment affect plans for this coming year in terms of curricula, teaching strategies, and assessment methods?
3) Measurements indicated strong student performance in increased respect for diversity and global awareness.
4) While these results are heartening, it’s important to make sure adjuncts that were not part of this survey are acquainted with the results and encouraged to address this outcome as a priority in their teaching of SOC 101. Also, by continuing and expanding this approach over several years, more meaningful longitudinal data will be generated.
<table>
<thead>
<tr>
<th>Outcome # 4</th>
<th>Outcome Title: Demonstrate critical thinking.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome Type</strong>: General Ed</td>
<td><strong>Outcome Description</strong>: This General Education outcome was added this year for the first time and certainly is a reasonable goal for introductory sociology.</td>
</tr>
<tr>
<td><strong>If General Education Outcome</strong>: Diversity and Global Awareness</td>
<td><strong>Benchmark for success</strong>&lt;br&gt;1) Please specify what percentage of the sample size is expected to meet or exceed your benchmark.&lt;br&gt;2) What is the rationale for choosing this measure?</td>
</tr>
</tbody>
</table>

**Description of assessment process:**<br>1) What assessment methods were used to measure this outcome (i.e. pre/post test, portfolio review, etc.)?<br>2) How do these methods show students are learning?<br>3) What frequency is this outcome being measured (i.e.: each semester, yearly, every other year, etc.) and why?<br>4) How many students made up the sample size? | 1. The ’08-’09 Assessment Plan called for the analysis of this learning outcome with only one distinct method, the objective measurement of student performance based on a pre and post test of student learning. This year assessment data was collected from students in SOC 101 (General Sociology).<br>2. A significant improvement in student performance across the pre and post-test would confirm that the students’ comprehension of concepts related to the scientific method improved after receiving instruction in those concepts.<br>3. This was the first year this outcome was measured.<br>4. 53 students from SOC 101 completed both the pre- and post-test. |

**Results**<br>What were the results of the assessment process? (List results for each method, if more than one were used.) | SPSS for Windows was used to compare pre- and posttest means of student performance in a repeated-measures design. Scores were included for analysis only if student scores for both tests were available. Scores for both the pre-test and the post-test were collected for 53 students. For Outcome 4, the mean score of the post-test ($M = 3.13$) was significantly greater than the mean score of the pre-test ($M = 2.58$), $F(1,52) = 13.95$, $p < .01$. |
What did the department learn?
1) How did group performance compare to the benchmark?
2) How does the data compare to the previous year, if applicable?
3) If multiple measures were used, how do they compare to each other?

8) A statistically significant improvement in critical thinking was observed this year on the objective assessment, with significant improvement in demonstrated ability in this area across the semester.
9) First year for this measure.
8) The objective measures supported the conclusion that there was significant improvement.

Student performance summary
1) Based on the findings, how does the department rate student performance in regards to this outcome (strong, weak, or neutral)?
2) How does this assessment affect plans for this coming year in terms of curricula, teaching strategies, and assessment methods?

5) Measurements indicated strong student performance in increased ability in critical thinking.
6) While these results are heartening, it’s important to make sure adjuncts that were not part of this survey are acquainted with the results and encouraged to address this outcome as a priority in their teaching of SOC 101. Also, by continuing and expanding this approach over several years, more meaningful longitudinal data will be generated.

Part 2: Current Academic Year Assessment Plan

Current Academic Year: 2009-2010

Intended Learning Outcomes (only include if they differ from those noted in Part 1)

The four outcomes tested in the previous year will be continued.
Assessment Method(s) (only include if they differ from those noted in Part 1)
The pre-post test method will be used for all learning outcomes in basically the same way done this year. A greater effort will be made to broaden the number of SOC 101 sections where the tests will be administered.

Benchmarks (only include if they differ from those noted in Part 1)
1. The same method used in the previous year, statistically significant improvement across the pre-post tests, will be utilized. It will also be possible to compare this year’s results with last year’s.

Have you submitted a separate budget worksheet? (Choose by bolding; for information about this worksheet, please refer to the specific budgeting e-mail sent by the committee chairperson.)
   Yes       No

Please submit this report (including both last year's summary and this year's plan) in a Word document to the Program Assessment committee chairperson.